



Urban Arts Partnership

Curriculum Map

2012-2013

Name: Chenits Pettigrew
School: MS 137
Grade/Class:
Art Form: Music Production

Program Overview and Goals

Program Summary/Goals

What do you want to teach and the goals that you want to accomplish?

I will teach various components of music production including song writing, production, recording and performance. I intend to teach these skills as modes of positive self-expression and as platforms to raise community awareness. These skills are not affective in a vacuum and must must be tied to a substantive end. The primary goals of this program are: to foster a basic of level of proficiency in the proposed areas; to help students address relevant community issues through music; to create a 5-7 song EP (CD); to engage the community with various performances of the student's material.

Essential Question

One big question that you'll be exploring all year through all the projects?

How can music/art be used to create positive change?

Project #1 Description

What will be your first project and how does it relate to your goals?

The first project will include research student selected topics and creating songs around those themes. This is connected to developing skills proficiency, positive self-expression and addressing relevant community issues. These songs will ultimately be recorded for the EP and performed at the at applicable events.

Project #2 Description

What will be your second project and how does it relate to your goals?

The second project will focus heavily on performance. Students will study various master performances and develop a well rehearsed performance presentation of content they have created. This project with connects to positive self-expression and successfully engaging the community through performance.

Project #3 Description

What will be your third project and how does it relate to your goals?

The third project will focus on recording the 5-7 song EP of the content that has been previously created and performed. This is a tangible and permanent culmination of all of the program goals.

This is a proposed learning model for 21st Century After-School programming. If model is implemented, TA's will hit common core targets within the first 20 minutes of their lesson. TA's have the freedom to touch on other common core targets if they please but not mandatory.

Time	Activity	Common Core	Description
2 Min	Program Board check in		T/A reviews goals with group; board will also include rules, methodology bubbles, behavior incentive chart, jobs, agenda, announcements
5 Minutes	2 Vocab words	7.L.4: Vocab Acquisition-Understanding word or deriving meaning when used in a sentence. 7.L.6: Vocab acquisition - Gather vocab knowledge when considering a word or phrase important to comprehension and expression	T/A introduces 2 new vocab words by using them in a sentence. T/A should make reference to the 2 new words throughout the lesson
5 Minutes	Master Work	7.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Master Work is introduced and discussed at the beginning of each class
5-10 Min	Journal Entry	7.w.3: Writing narratives to develop real or imagined experiences; 7.w.1: writing an argument to support claims with clear reasons and relevant evidence; 7.w.5: Develop	Each journal entry should include the date, vocab of the day and student reflection of master work.

		and strengthen writing as needed by planning, revising, editing or rewriting	
60-90 Min	Activity	Teacher's choice	Teacher's choice

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Project Plan #1

Guiding Questions (*3-5 questions that will guide your project*):

Materials Needed: cd/dvd player, smart board, internet access, laptops equipped with Garage Band, notebooks, folders, pens

Equipment checkout: laptops, headphones

Culminating Event and Date: End of the year album release and performance.

Field Trip dates (include career contact):

Project Name: Creative Change
Project Goal: to develop songwriting proficiencies and to produce student generated content based on topics selected and researched by students
Final Product: Completed songs that are record and performance ready
<i>Common Core Standards</i> Anchor Strands (what are the big ideas of this unit & what are its anchor strands?) CIRCLE ONE (Reading Writing SL Language other)
Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?) This project enhances reading, writing, research and creative presentation skills. These skills are applicable across any discipline

Project #1

Sess #	Date	Methodology	Vocabulary	Master Work	Class Outline/Activity	Learning Target
1	Nov 5th,	Experience	Social Commentary, Social Change; Reggae	War - Bob Marley	Warm up. After a class discussion about the song, generate a word bank using the themes in the song. Write a collective poem using the word bank.	
2	Nov 7th	Experience	Jazz, Nonverbal communication, Artistic Emotion	Alabama - John Coltrane	Warm up. After a class discussion about the history of the song, write a poem or short statement or short statement about what the words to this song would be if it had words.	
3	Nov 14th	Experience	Negro Spiritual, Civil Rights,	Ain't Gonna Let Nobody Turn Me Around	Warm Up	
4	Nov 19th	Study	Song Concept; Writing Approach		Warm up; explore vocabulary and master work; research a topic of choice	
5	Nov 21st	Study	Bar Counting; Song Structure; Audience	Bob Dylan	Warm up; explore vocabulary and master work; research a topic of choice	
6	Nov 26th	Study	Literary Devices		Warm up; explore vocabulary and master work; research a topic of choice	
7	Nov 28th	Create			Warm Up; engage the writing process using gathered information.	
8	Dec 3rd	Create			Warm Up; engage the writing process using gathered information.	
9	Dec 5th	Create			Warm Up; Finish the writing process and prepare to master the work	
10	Dec 10th	Refine				
11	Dec 12th	Refine				
12	Dec 17th	Refine				

13	Dec 19th	Present				
14	Jan 2nd	Present				
15	Jan 7th	Present				
16	Jan 9th					
17	Jan 14th					
18	Jan 16th					
19	Jan 23rd					
20	Jan 28th					

Teaching Artist Reflections

Assessment/Reflection Questions:

What were the successes of this project?

What were the challenges of this project and what would you do differently?

What are your next steps?

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Project Plan #2

Guiding Questions (*3-5 questions that will guide your project*):

Materials Needed:

Equipment checkout:

Culminating Event and Date:

Field Trip dates (include career contact):

Project Name:

Project Goal:

Final Product:

Common Core Standards

Anchor Strands (what are the big ideas of this unit & what are its anchor strands?)

CIRCLE ONE (Reading Writing SL Language other)

Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

Project #2:

Sess #	Date	Methodology	Vocabulary	Master Work	Class Outline/Activity	Learning Target
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Project Plan #3

Guiding Questions (*3-5 questions that will guide your project*):

Materials Needed:

Equipment checkout:

Culminating Event and Date:

Field Trip dates (include career contact):

Project Name:
Project Goal:
Final Product:
<i>Common Core Standards</i> Anchor Strands (what are the big ideas of this unit & what are its anchor strands?) CIRCLE ONE (Reading Writing SL Language other)
Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

Project #3:

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Project Rubric (at least 6 criteria for each level, 2 each for academic, artistic and social goals)

EXCELLING	
ACHIEVING	
EMERGING	